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in the upper elementary grades. The questions were classified by the author according to the scientific principles involved, and the development of these principles gives the subject matter scientific unity and logical sequence.

Common Science is written in the language of children. It is full of interesting stories and experiments. Yet, through all, its science is reliable and accurate. Uninteresting, quantitative experiments have been avoided. The book is a qualitative explanation of the actual facts common to every child's life.

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Mimeographed editions of Common Science have been used successfully in various public schools. It has proved itself adaptable to either the individual system of instruction or the usual class method. It has been tried and twice revised in response to the needs shown by its use.

THE CONSOLIDATED RURAL SCHOOL. Edited by Louis W. Rapeer. Charles Scribner's Sons. New York, 1920. xiii + 545 pp.

This volume is based, according to the preface written by the editor, on rather definite aims of education and on the theory that the rural school has specific social functions. The principal aim is called "social efficiency," while numerous subordinate aims such as "vital efficiency," "vocational efficiency," "avocational efficiency," "civic efficiency," and "moral efficiency" are set up as the definite goals of the various chapters. These ambitious aims are misleading and make the volume as a whole appear disappointing.

The preface and twelve of the twenty-two chapters are compiled by the editor and the remainder of the book is prepared by a few of the "leading specialists and successful workers in the field" of rural education. These contributors include Commissioner Claxton and specialists in the United State Bureau of Education, who discuss various phases of the rural school under such headings as "The American Rural School," "Community Organization and Consolidation," "Rural Economics and Consolidation," "The Growth of Consolidation," "Transportation at Public Expense," "Methods and Facts of Consolidation," and "The

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Difficulties of Consolidation." These chapters constitute the most valuable part of the book, but some of them are general, wordy and padded.

Much of the remainder of the book is filled with unattractive commonplaces about the so-called rural school "problem" and lacks stimulation and constructive suggestions. Some of such material was obviously tortured for place in a study of rural school consolidation, and even then the place seems incongruous, as for example "The Outside of the Cup—Relative Values in English Instruction," in which "Miss English" is brought "up to the bar" and cross-examined as to her aims, and whether or not she puts "first things first." And the intimidated lassie is asked the solemn question: "Do we need you at all, Miss English?" Another example of the whimsical playfulness of the author-editor appears in his chapter on "The Learning Processes of Country Children," which fails signally to tell what those processes are or to point out the differences between the learning processes of country children and of other children. The implication, of course, is that there are differences, and this is one point in the book at which originality is attempted. This chapter is a hodge-podge of the author's "Educational Hygiene," his "School Health Administration," his "Minimal Essentials of Physical Education and a Scale for Measuring Physical Education," his "A Core Curriculum for High Schools," and a passage from Wordsworth's "Intimations of Immortality."

The chapter is given rural color, however, by such questions as "What do rural boys and girls commonly know on entering school?" and "What are they able to do?"

The questions involved in the rural school condition in this country today are numerous and perplexing but they will never be solved by doctrinaires and ambitious compilers of books.—Edgar W. Knight.

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